



Public Schools of North Carolina

# Designing Co-Taught Classrooms for Success

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**PUBLIC SCHOOLS OF NORTH CAROLINA**  
State Board of Education  
Department of Public Instruction



# Purpose of Session

To provide an overview of the practice of co-teaching, as well as, provide information on the six approaches that will support both the general and special educators when implementing co-teaching in their schools.



# Inclusive Practices Benefit Students Because it...

- Creates a sense of belonging
- Enables development of friendships
- Increases self confidence, self-esteem, social skills and creates strong peer relations
- Provides peer models
- Provides access to general curriculum for EC students
- Provides more individual attention and more interaction with teachers
- Increase overall student achievement and more student engagement
- Reduces stigma



# We Want To Move

## From:

- Different or separate curriculum
- Having low expectations
- Isolated EC teachers and students
- “My/your” students
- Watered down curriculum
- Feel good assessment

## To:

- Same curriculum-(SCOS)
- High expectations
- Included/collaboration
- “Our” students
- SCOS with needed modifications and accommodations based on data
- Assessments used to drive instruction

# LRE: Least Restrictive Environment


- Students with disabilities should be educated with nondisabled students to the ***maximum extent appropriate***. (IDEA 2004)
- “Least Restrictive Environment (LRE) is a ***fluid term*** and is defined differently for each student, depending on his or her **unique** educational needs.” McDuffe, 2010

## Continuum of Special Education Services



Gen ed classroom with supports	Gen ed classroom with co-teaching	Part-time placement in a special ed classroom (pull-out)	Full-time placement in a special education classroom	Special school	Residential school, treatment center or homebound
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# Definitions



# Co-Teaching Inclusion



# Inclusion

Inclusion, on the other hand, is simply a **philosophy** in which **all students**, regardless of disability are in the **same classroom**. Therefore, as we move toward more inclusive classrooms, **one approach** to meet the needs of all students within that classroom is to provide the **co-teaching** model of instruction.

-Friend & Cook, 2010



# Co-Teaching

- “A service delivery option for providing special education or related services to students with disabilities or other special needs students while they remain in their general education classes...
- Co-Teaching occurs when **two or more professionals jointly deliver substantive instruction** to a **diverse, blended group of students** in a **single physical space.**”

-Friend & Cook, 2010





# Co-Teaching

What it IS



What it IS NOT



# “two or more professionals”



# “jointly deliver substantive instruction”



# “diverse and blended group of students”





# “shared classroom space”



# Co-Teaching Approaches

One Teach,  
One Observe

Station  
Teaching

Parallel  
Teaching

Alternative  
Teaching

Team  
Teaching

One Teach,  
One Assist

Adapted from The Power of Two, 2nd Edition, Marilyn Friend 2007



# One Teach, One Observe

## DEFINITION

- Collect data or **MONITOR** instruction
- Analyze data **TOGETHER**

- New co-teaching
- Questions about this model be answered
- Compare this model to other classes

## PLANNING TIME?

- 

THIS SHOULD BE USED AS A  
SHORT-TERM MODEL

Adapted from The Power of Two, 2nd Edition, Marilyn Friend 2007



# One Teach, One Observe



## Sample Applications:

- Which students are having difficulty with behavior expectations?
- Which students begin work on time?
- Does Anne show organized work habits when approaching an assigned task? Does she stay on task without assistance?

**Keeping a thumb on the pulse of the group!**

Adapted from The Power of Two, 2nd Edition, Marilyn Friend 2007





# Station Teaching



# Station Teaching

## DEFINITION

- Each **STATION** has a skill that teachers teach to one group and subsequently repeats the **INSTRUCTION** for the other group

## WHEN?

- Content that is **COMPLEX** but not sequential
- Lessons that contained planned instruction as a review
- Several **TOPICS** make up the lesson

## PLANNING TIME?

- **MEDIUM**

Adapted from The Power of Two, 2nd Edition, Marilyn Friend 2007



# Station Teaching

## When to use

- When content is complex
- When a lesson review is part of the instruction
- When several topics are to be taught

## Examples

1. In math, to teach a new process while reviewing other concepts previously taught
2. In social studies, to examine the economy, culture and geography of a country



# Parallel Teaching



# Parallel Teaching

## DEFINITION

- Co-designed instruction is given to **TWO** groups by **TWO** teachers
- Lowers student/teacher ratio

## WHEN?

- We want a lower student/teacher **RATIO**
- Fosters student **PARTICIPATION** in discussion
- Drill and practice, **RE-TEACHING**, review

## PLANNING TIME?

- **MEDIUM**

Adapted from The Power of Two, 2nd Edition, Marilyn Friend 2007



# Parallel Teaching

## Strengths

- Students receive small group instruction
- Allow students to master skills quicker

## Drawbacks/Challenges

- Location for teaching
- Noise level



# Alternative Teaching



# Alternative Teaching

## DEFINITION

- One groups gets **MAIN** lesson and one groups gets re-teaching instruction. This can be for an entire class to just a few minutes.

## WHEN?

- Students goals and understanding of **CONCEPTS** vary  
High levels of mastery are expected for all
- **ENRICHMENT** is desired
- Some students are working in a **PARALLEL** curriculum

## PLANNING TIME?

- **HIGH**

Adapted from The Power of Two, 2nd Edition, Marilyn Friend 2007





# Alternative Teaching

## Strengths

- Provides students with instruction on the skills they are lacking
- More individualized instruction

## Drawbacks/Challenges

- Location for teaching
- Noise level
- Students may miss some instruction



# Team Teaching



# Team Teaching

## DEFINITION

- Co-designed instruction is presented by two teachers as an **INSTRUCTIONAL** team

## WHEN?

- **COMPATIBLE** teaching-pairs
- Instructional **CONVERSATION** is needed
- Demonstrates types of **INTERACTIONS** we like to see from our students

## PLANNING TIME?

- **HIGH**

Adapted from The Power of Two, 2nd Edition, Marilyn Friend 2007



# Team Teaching

## Strengths

- Allows both teachers to blend their teaching styles and expertise

## Drawbacks/Challenges

- Requires more planning
- Requires high levels of trust and commitment



# One Teach, One Assist

## DEFINITION

are as an assistant

## WHEN?

ONE presentation

- When the
- Particular **EXPER**
- To get to know each other
- To closely **MONITOR** student

## PLANNING TIME?

- **LOW**

**NEVER use as the PRIMARY approach!**

Adapted from The Power of Two, 2nd Edition, Marilyn Friend 2007



# One Teach, One Assist

## Strengths

- Limited teacher planning
- Provides basic support to students with diverse needs

## Drawbacks/Challenges

- The “assist” teacher may feel like a glorified teacher’s assistant
- Students may question the “assist” teacher’s authority

Consider having the general educator and special educator alternate roles between support teacher and lead teacher to facilitate parity.



# CO-ASSESSING



# SDI

...means adapting, as appropriate to the needs of an eligible child under this part, the **content, methodology, or delivery** of instruction--

- (i) To **address the unique needs** of the child that result from the child's disability; and
- (ii) To **ensure access** of the child **to the general curriculum**, so that the child **can meet the educational standards** within the jurisdiction of the public agency **that apply to all children.**

IDEA Part 300(A)300.39; NC 1500-2.34(b)(3)

# Differentiated Core Instruction

...consists of the efforts of teachers to **respond to variance** among learners in the classroom.

Teachers can differentiate at least four classroom elements **based on student readiness, interest, or learning profile**:

- **content**
- **process**
- **product**
- **environment**

Tomlinson





***Remember:  
One size does not fit all!***

It is essential to find out ***what works with whom, by whom, and in what contexts—***  
***Assessing students can help with that.***

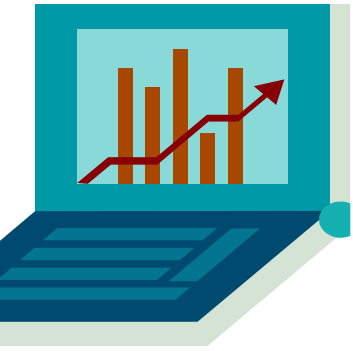


# Determining Student Support Needs

Based on the Level:

1. What supports will students need?
2. When/Where will they need them?
3. Who will provide the supports?





# Co-Assessing

- Decide on an on-going progress monitoring and or assessment tool
- Develop teacher-made assessments with modified versions as needed
- Decide on a time frame to progress monitor
- Share grading responsibility
- Collect data on academics, behavior, social and study skills
- Collect and record data, have students chart or graph their progress in your class
- Monitor progress toward IEP goals and objectives
- Make instructional decisions based on the data from all assessments
- Jointly determine final grades for students
- Celebrate even the small successes

# CO-PLANNING



# Effective Communication

- Consider the following when communicating with your co-teacher
  - Listening skills
  - Check for understanding
  - Paraphrasing
  - Recognize and respect differences
  - Make joint decisions instead of unilateral decisions
  - PLAN, PLAN, PLAN together



# Planning Together

- Common planning periods
- Weekly lunch meetings
- Before or after school meetings
- Co-sponsoring a school activity or group
- In and Out boxes for on-going communication
- Administrative coverage on a monthly basis
- Collaborative planning time on staff development/early release days
- Swapping coverage during other teachers planning periods
- Journaling notebook back and forth



# Reflection



# THANK YOU!



Exceptional Children Division  
Public Schools of North Carolina